**Unit Plan**

**Jack Pastor & Kim Blaney**

I.          Subject Area: Social Studies       Grade level: 1st Grade       Unit Title: Culture

 II.        Estimated Time: This unit will take place over the course of three weeks; eight lessons will occur on a daily basis with overlap during reading, math, and art.

 III.       Student Population: 32 students are in the class.

Stage 1 – Desired Results

|  |
| --- |
| **IV.     Standards:***Identify the national, state, or district standards for this lesson*  **2.2.1.B:** Demonstrate strategies for addition and subtraction in order to solve single- and double-digit addition and subtraction problems.  **8.4.3.C:** Compare and contrast selected world **cultures.**  **8.4.3.B:** Identify the importance of **artifacts** and sites to different **cultures** and **ethnicities.**  **1.6.1.A:** Listen actively and respond to others in small and large group situations with appropriate questions and ideas  **1.6.1.B:** Use appropriate volume and clarity in individual or group situations. Deliver brief oral presentations on a topic supported by visual aids.  **1.5.1.A:** Identify and write about one specific topic.  **8.4.3.A:** Identify the elements of**culture** and **ethnicity.**  **9.4.3.C:** Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).  **1.4.1.B:** Write informational pieces using illustrations when relevant (e.g., descriptions, letters, instructions).  **1.5.1.F:**  Use grade appropriate conventions of language when writing and editing.   * Spell common, frequently used words correctly. * Use capital letters correctly. * Punctuate correctly. * Begin to use correct grammar and sentence formation.     **V.**                **Understanding(s):**  *1.)*    *Identify the “big idea(s)” of the unit and,*    People celebrate holidays based upon their culture beliefs.  People of different cultures are not so different than us.      *2.)*    *Identify specific understandings about the “big idea(s)”*  “Dr. Maulana Karenga, professor and chairman of Black Studies at California State University, Long Beach, created Kwanzaa in 1966. After the Watts riots in Los Angeles, Dr. Karenga searched for ways to bring African-Americans together as a community. He founded US, a cultural organization, and started to research African "first fruit" (harvest) celebrations. Karenga combined aspects of several different harvest celebrations, such as those of the Ashanti and those of the Zulu, to form the basis of Kwanzaa.” (<http://www.history.com/topics/kwanzaa-history>,)    “Hanukkah is a Jewish holiday celebrated for eight days and nights. It starts on the 25th of the Jewish month of Kislev, which coincides with late November-late December on the secular calendar. Lighting the hanukkiyah: Every year it is customary to commemorate the miracle of the Hanukkah oil by lighting candles on a hanukkiyah. The hanukkiyah is lit every night for eight nights.  Spinning the dreidel: A popular Hanukkah game is spinning the dreidel, which is a four-sided top with Hebrew letters written on each side.  Eating fried foods: Because Hanukkah celebrates the miracle of oil, it is traditional to eat fried foods such as latkes and sufganiyot during the holiday. Latkes are pancakes made out of potatoes and onions, which are fried in oil and then served with applesauce.” (<http://judaism.about.com/od/holidays/a/hanukkah.htm>)    Christmas is a catholic holiday that celebrates the birth of Christ. Christmas morning is celebrated by the exchanging of gifts.    **VI.      Essential Question(s):**  *What questions will foster inquiry, understanding, and transfer of learning?*   1. How is Kwanzaa celebrated? 2. How is Hanukkah celebrated? 3. What are some similarities between Christmas and Kwanzaa? 4. What are some similarities between Christmas and Hanuakkah? 5. What is culture?     **VII.    Attitude(s) and Value(s):**  *What positive attitudes and democratic values will students develop?*  Awareness of other holidays.  Respect for different cultures.  Awareness of similarities and differences between cultures.      **VIII.   Skill(s):**  *1.)  What skills related to acquiring, organizing  and using information will students*  *develop?*   compare similarities and differences   construct  charts and tables;   analyze artifact  construct diagrams    *2.)What technological skills will students develop?*  Internet search  Power point    *3.)What interpersonal skills will students develop?*  Cooperation & Collaboration  Decision-making  Problem Solving |

Stage 2 – Assessment Evidence

|  |  |
| --- | --- |
| IX.    Performance Task(s):  *Through what authentic performance task(s) will students demonstrate the desired understandings, attitudes, and/or skills?*  Students will complete a Venn-Diagram comparing two holidays celebrated in December.  Students will work with a group to make a power point of a holiday in December.      *By what criteria will the evidence be assessed?*  Venn-Diagram is about two holidays in December, and the student has at least three differences for each holiday and two similarities.    Power point has the name of the holiday, when it is celebrated, 2 activities from the holiday, and two types of food from the holiday. | Other Evidence:  *Through what other evidence (e.g., quizzes, tests, observations, homework, journals, etc.), will students demonstrate achievement of the desired results?*  Students will be given homework related to the material, and tested upon the material. Students will have three quizzes and one test.    *How will students reflect upon and self-assess their learning?*  Students will write at least once a week what they have learned in their writing journal. |

Stage 3 – Learning Plan

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson #1. Different Cultures**    Student:  Jack Pastor  Cooperating Teacher’s Approval:      Date: December 5, 2011  Subject: Social Studies      Topic: Different Cultures   Grade:1st  Allocated Time:  45 Minutes  Student Population:  32 students  State Standards:  **8.4.3.C:** Compare and contrast selected world **cultures.**    Goal for Understanding: People celebrate holidays based upon their culture beliefs.   Instructional Objective (Statement):  Students will be able to compare and contrast the holiday they celebrate with a different holiday using a Venn-Diagram.   |  |  |  | | --- | --- | --- | | Student Behaviors  Students will watch a  you tube video about different cultures and the different holidays.    Students will complete a Venn-Diagram and compare the holiday they celebrate with a holiday from the video. | Sources of Evidence            Completed Venn-Diagram | Criteria for Evaluation            Venn-Diagram has at least 3 differences for each holiday and 2 similarities. |     Teaching to the Objective   |  |  |  | | --- | --- | --- | | Estimated Time:          15 Minutes                                             20 Minutes                    10 Minutes | Teaching to the Objective   Introduction/Motivation/  Prior Knowledge  I will instruct the students to come sit on the carpet. I will then ask them questions like, raise your hand if you celebrate Christmas, Hannukkah or Kwanzaa. I will then tell the students that there are many holidays different people celebrate based upon what their culture beliefs are. I will write the word culture on the board and then its definition for the students. Next to culture I will write, the behaviors and beliefs of a group. I will then say that different cultures celebrate different holidays. Then I will ask them if they would like to watch a video about different holidays.        Developmental Activities:    After the video I will ask the students to go back to their seats. I will then instruct them to complete the Venn-Diagram I placed at their desk while the video was playing. One side of the Venn-Diagram will be the holiday they celebrate, and the other side will be a holiday they pick from the movie. They will be able to draw a picture on the back of their sheet after they have completed the diagram.    Assessment:  I will circulate around the room and keep the students on-task. I will help students that need guidance.    Closure:  I will ask the students to come to the carpet. I will then ask if they would like to share their drawling or Venn-Diagram with the class. | Differentiation:  Required for each  Section.                                            For the students that are basic/below basic learners I will have a special Venn-Diagram for them to use. I will ask them to cut and paste pictures from a worksheet provided to them instead of writing on the Venn-Diagram. They will have to pick a holiday they celebrate and another holiday, and know which pictures represent which holiday from the video. |     Follow-up:  The next class I will give the students more time that did not complete their diagrams. I will also write the definition of culture back on the board and ask the students that already completed the diagram to get into groups. I will then have them perform an activity about culture.    Materials:  worksheet, pencils, computer    Resources: You tube    References: N/A    Technology: Computer      **Lesson #2 Holiday Power point**    Estimated Time- 45 Minutes  Objective- Students will be able to create a power point presentation comparing two holidays to share with the class.    Students who need more time completing their Venn-Diagrams will be able to finish them after I demonstrate to the class how to make a power point. I will call the class to the carpet and use a smart board to open power point. I will then go through some basic components of power point and show the students how to change the background, add pictures, and type. I will then place them into groups of two and give them a worksheet with directions. They will have to use their Venn-Diagrams to complete the power point. They will have to pick information and write it on power point and include pictures. I will have three computers and borrow lap tops from the computer room. The students will have all class to work on the power point.    **Lesson # 3 Holiday Power point continued**    Estimated time- 45 Minutes  Objective- Students will be able to create a power point presentation comparing two holidays to share with the class.    Students will have all period to continue working on the power point. I will circulate around the room and help the students.    **Lesson # 4 Presentation of power points**    Estimated time- 45 Minutes  Objective- Students will be able to orally present a power point to the class.    Students will be given the entire class period to orally present their power point to the class. After the presentations are over every student will have to record two things they learned in their writing journals.    **Lesson # 5**    Student: Jack Pastor        Cooperating Teacher’s Approval:             Date: December 6, 2011  Subject: Social Studies/math      Topic: Culture    Grade:1st  Allocated Time: 45 Minutes  Student Population:  32 Students  State Standards:  **2.2.1.B:** Demonstrate strategies for addition and subtraction in order to solve single- and double-digit addition and subtraction problems      Goal for Understanding: Strategies can be used to make math problems easier to solve.    Instructional Objective (Statement):  Students will be able to use the counting up method to solve problems.   |  |  |  | | --- | --- | --- | | Student Behaviors  Students will use the month of December as a number table to solve math problems using the counting up method. | Sources of Evidence  Completed worksheet | Criteria for Evaluation  Student answers at least 85% correct. |     Teaching to the Objective   |  |  |  | | --- | --- | --- | | Estimated Time:          10 Minutes                                    25 Minutes            10 Minutes | Teaching to the Objective    Introduction/Motivation/  Prior Knowledge  I will ask the students to have a seat at the carpet. I will pick a student and ask them to read our objective for the lesson, which I wrote on the board. I will then instruct the students that we learned some people celebrate different holidays than the ones we celebrate. I will then write on the board that Kwanzaa starts on the 26 and Hanukkah begins on the 9th.  I will then review the counting up method with them that I have previously taught. I will call students up to help me solve 3 problems with the help of the class using the counting up method.    Developmental Activities:  I will then ask the students to go back to their seats. I will hand out worksheets for them to complete. The worksheet will have the month of December with Christmas, New Years Eve, Hanukkah, and Kwanzaa labeled on their dates. There will also be a list of addition questions that the students have to answer using the counting-up method. There will also be two questions in the form of a sentence like; how many days after Christmas is New Years Eve, and How many days after Hanukkah is Kwanzaa.    Assessment:  I will work with the basic/below basic groups at the back table; however, I will scan the room and help keep students on-task by encouraging them verbally.    Closure:  I will ask the students to come to the carpet and share their answers with the class. | Differentiation:  Required for each  Section.                                          For the students that are basic/below basic I will have working in a group with me.    The proficient students will be working in groups.    The advanced students will be able to create their own math problems using the calendar when they are finished. |     Follow-up:  I will let the students continue to work that have not finished. The students that have finished will continue to solve problems using the counting up method.    Materials:  worksheet, pencils,    Resources: N/A    References: N/A    Technology: N/A      **Lesson #6 Artifacts**    Estimated time- 45 Minutes  Objective- Students will be able to view and discuss artifacts from Hanukkah and Kwanzaa. Students will be able to write five sentences about the artifacts.   I will call the student to the carpet and ask one student to read our objectives for the class. I will then explain what an artifact is and pass around a hanukkiyah, and dreidel. I will then show a quick you tube video about dreidels and hanukkivahs. I will then pass around a kikombe cha umoja, unity cup, and  kinara, candle holder.  I will then show a quick you tube video about Kwanzaa to the students. I will then ask the students to write five sentences about the artifacts. The students will then share their sentences with the class.    **Lesson 7** : **Bulletin Board**  Student:  Kim Blaney  Cooperating Teacher’s Approval:      Date: December 5, 2011  Subject: Social Studies/Art/writing      Topic: Different Cultures   Grade:1st  Allocated Time:  55 Minutes  Student Population:  32 students  State Standards:  **8.4.3.A:** Identify the elements of**culture** and **ethnicity.**  **9.4.3.C:** Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).  **1.4.1.B:** Write informational pieces using illustrations when relevant (e.g., descriptions, letters, instructions).  **1.5.1.F:**  Use grade appropriate conventions of language when writing and editing.   * Spell common, frequently used words correctly. * Use capital letters correctly. * Punctuate correctly. * Begin to use correct grammar and sentence formation.      Goal for Understanding: Even the Same Holidays are celebrated differently.   Instructional Objective (Statement):  Students will be able to create a bulletin board on the way they celebrate their culture's holiday and discuss why their celebrations may be different for the same holidays.   |  |  |  | | --- | --- | --- | | Student Behaviors  Students will draw and write about how they spend their holiday season.  They will then create a large holiday bulletin board within the classroom and discuss it.  They will then write why they think the holidays are celebrated similarly or differently. | Sources of Evidence   Written assignments and completed bulletin board | Criteria for Evaluation   Students can support their answer for why the same holiday may be different for others than their own. |     Teaching to the Objective   |  |  |  | | --- | --- | --- | | Estimated Time:          15 Minutes                         30 Minutes                     10 Minutes | Teaching to the Objective    Introduction/Motivation/  Prior Knowledge  Students will sit on the carpet while we all discuss our plans for the Holidays.   I will describe how my Italian family celebrates Christmas with the seven fishes dinner.  I will then explain the first part of the assignment to the students and have them discuss it among each other.      Developmental Activities:  Students will work on their illustrations and brief description of their holiday celebration (2 sentences +).  The students, with my help, will construct a bulletin board using their pictures and descriptions.  They will then ask other students about their pictures.  They can ask questions, tell each other stories, or read what was written.  They will then write down in a sentence or two why they think there were differences in each other’s holiday.      Assessment:  I will take notes of the conversations the students are having during the bulletin board activity.  Then I will use their explanations to judge whether or not they understand the differences in culture.    Closure:  I will have the students discuss their reasons for the differences and then tell them why I think there are differences. | Differentiation:  Required for each  Section.                             Students that may have trouble with writing I will have them dictate what they would like to say and help them write it down.  I will also have them verbalize why they think there are differences and write it down. |    Follow-up:  The next class we will quickly review how holidays are celebrated differently because of all the different cultures that celebrate them or the intensity of the culture.   Materials:  pencils, paper, crayons, markers, colored pencils, stapler.  Resources: N/A  References: N/A  Technology: N/A    **Lesson 8: Pen Pals**   Student:  Kim Blaney  Cooperating Teacher’s Approval:      Date: December 5, 2011  Subject: Social Studies/Art      Topic: Different Cultures   Grade:1st  Allocated Time:  45 Minutes  Student Population:  32 students  State Standards:  **1.4.1.B:** Write informational pieces using illustrations when relevant (e.g., descriptions, letters, instructions).  **1.5.1.F:**  Use grade appropriate conventions of language when writing and editing.   * Spell common, frequently used words correctly. * Use capital letters correctly. * Punctuate correctly. * Begin to use correct grammar and sentence formation.      Goal for Understanding: Writing Letters   Instructional Objective (Statement):  Students will be able to write a letter to a pen pal in a different country explaining how their families celebrate the holidays.   |  |  |  | | --- | --- | --- | | Student Behaviors  Students will write a detailed letter about how they celebrate the holidays to a child in a different country. Also in the letter they must come up with questions (pertaining to a holiday) for the child they are writing for example: Do children in your country decorate Christmas Trees? | Sources of Evidence     The Letter | Criteria for Evaluation     Letters will be clearly written with grade appropriate punctuation and contain the correct content. |     Teaching to the Objective   |  |  |  | | --- | --- | --- | | Estimated Time:          15 Minutes                     20 Minutes              10 Minutes | Teaching to the Objective    Introduction/Motivation/  Prior Knowledge  Students will look at their bulletin board and discuss what it would be like in a different country. I will then introduce the idea of writing a letter to a child in another country about the Holidays. I will explain that the students must give as much detail as possible about how they spend their holidays and then to ask questions about how your pen pals celebrates the holidays.      Developmental Activities:  Students will work on their letters and be able to freely discuss with other students what they are going to write about or what they are writing. I will walk around listening and making sure they are on task also providing help where needed.      Assessment:  I will take notes of the conversations the students are having. I will also use their letters to judge how well their writing is and if they wrote about what I asked them to.    Closure:  I will have a few students read aloud their letters and have other students comment or even possibly answer some of the questions in the letter. | Differentiation:  Required for each  Section.                          Students that may have trouble with writing I will have them dictate what they would like to say and help them write it down.  I will have them copy what I have written for them so that they may practice writing their letters. |    Follow-up:  Materials:  pencils, paper, crayons, markers, colored pencils.  Resources: N/A  References: N/A  Technology: N/A |

XI.  References:

Pennsylvania Department of Education. *Standards Align System.* 2011, Commonwealth of

Pennsylvania. <http://pdesas.org/Standard/Views>

XII.  Reflection: N/A